



教育部五年制高等教育规划教材

英语教程

全国五年制高等教育公共课开发指导委员会 组编

主编：刘凤玲

主审：陈琳

第一册
(基础阶段)

ENGLISH FOR
HIGHER VOCATIONAL EDUCATION

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS





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出版说明

教材建设工作是整个高职高专教育教学工作中的重要组成部分。改革开放以来,在各级教育行政部门、学校和有关出版社的共同努力下,各地已出版了一批高职高专教育教材。但从整体上看,具有高职高专教育特色的教材极其匮乏,不少院校尚在借用本科或中专教材,教材建设仍落后于高职高专教育的发展需要。为此,1999年教育部组织制定了《高职高专教育基础课程教学基本要求》(以下简称《基本要求》)和《高职高专教育专业人才培养目标及规格》(以下简称《培养规格》)。通过推荐、招标及遴选,组织了一批学术水平高、教学经验丰富、实践能力强的教师,成立了“教育部高职高专规划教材”编写队伍,并在有关出版社的积极配合下,推出一批“教育部高职高专规划教材”。

“教育部高职高专规划教材”计划出版500种,用5年左右时间完成。出版后的教材将覆盖高职高专教育的基础课程和主干专业课程。计划先用2-3年的时间,在继承原有高职、高专和成人高等学校教材建设成果的基础上,充分汲取近几年来各类学校在探索培养技术应用性专门人才方面取得的成功经验,解决好新形势下高职高专教育教材的有无问题;然后再用2-3年的时间,在《新世纪高职高专教育人才培养模式和教学内容体系改革与建设项目计划》立项研究的基础上,通过研究、改革和建设,推出一大批教育部高职高专教育教材,从而形成优化配套的高职高专教育教材体系。

“教育部高职高专规划教材”是按照《基本要求》和《培养规格》的要求,充分汲取高职、高专和成人高等学校在探索培养技术应用性专门人才方面取得的成功经验和教学成果编写而成的,适用于高等职业学校、高等专科学校、成人高校及本科院校举办的二级职业技术学院和民办高校使用。

教育部高等教育司

2000年4月3日

编写说明

本教材根据《五年制高等职业教育实用英语课程基本要求》和《普通高等专科学校英语课程基本要求》编写。

高等职业教育实用英语课程的任务是：传授必要的语言知识，有针对性地对对学生进行英语基本技能训练，着重培养学生使用英语进行人际交往和对外技术合作交流的能力；学生学完本课程后应具备职业岗位所需的听说能力，较强的阅读和翻译本专业一般技术资料的能力和初步的书写常用应用文的能力，并为继续学习英语打好基础。

本教材根据五年制高职教育五年一贯制的特点和学生年龄小、可塑性强的优势，合理设计，统筹安排，体现了五年制高职教材的特色。《五年制高等职业教育实用英语课程基本要求》规定五年制高职英语教学前六学期为基础英语教学阶段，后四学期为专业英语教学阶段。基础英语前三学期应在初中英语教学的基础上，通过强化对学生听、说、读、写、译各项技能的训练，巩固、加深并拓展中学所学的语言知识，培养一定的英语使用能力，为后三学期的基础英语提高阶段和专业英语阶段的学习打好基础。

遵循《基本要求》提出的“立足实用，打好基础，强化能力”的高职英语教学原则，根据一线高级技术应用性人才在对外交流中所应处理的材料类型和交际任务以及应达到的语言应用能力的要求，教材在编写过程中，充分注意到：

1、以素质教育为核心，以培养英语交际能力为重点，处理好语言知识传授和应用能力培养的关系。不以语法为纲，但不排斥必要的语法知识，不追求语法的完整性和系统性，以必需和够用为度。练习设计主要着眼于语言应用能力。

2、以话题为中心，组织各项基本技能训练活动。话题主要选择学生在学习过程中和今后职业岗位上所涉及的常用话题。以这些话题为中心，多侧面，多层次地组织与之有关的语言材料，使学生有机会接触、消化和积累与该话题有关的语言现象和语料，参加各种训练活动，表达自己的意思。

3、语言材料的选择，除了考虑不同学习阶段的难易程度外，注重科学性、趣味性，适度的前瞻性，强调实用性；力求使教材体现“五年制、高职、实用”的特点。

本书由全国五年制高等职业教育公共课开发指导委员会组织编写，刘凤玲任主编，北京外国语大学陈琳教授任主审。参加第一册编写的人员有：江苏省常州工业学校刘凤玲(Unit One)、南京工业

职业技术学院龚耀(Unit Two & Unit Three)、中原机械工业学校刘隆宇(Unit Four & Unit Ten)、郑州铁路职业技术学院寇世忠(Unit Five)、包头职业技术学院乔宝玲(Unit Six)、九江职业技术学院刘恺(Unit Seven)、广州民航职业技术学院温志(Unit Eight)、无锡职业技术学院朱盘宝 (Unit Nine)。在编写过程中,教育部高职高专规划教材编写委员会和全国五年制高职公共课开发指导委员会的领导给予了具体指导和大力支持;五年制高职教育实用英语课程开发组全体成员提供了多年来英语教改的成功经验;外语教学与研究出版社给了我们很多具体帮助,在此,我们深表谢意。

五年制高职英语教学尚处在探索和积累经验阶段,加上我们的学识和经验的局限,以及成书仓促等原因,书中难免有缺点和不足之处。恳请广大教师和学生对本书提出意见,使其不断完善。

编 者
2000 年 6 月

CONTENTS

Unit One

Theme:	Greetings and Introductions	1
Listening:	I'm So Happy to See You	2
Reading:	Text A Forms of Address	4
	Text B Introduction	10
Speaking:	Introducing Yourself to Others	13
Writing:	Word Order in Statement	15

Unit Two

Theme:	Family	17
Listening:	A Picture of Professor Green's Family	18
Reading:	Text A Happy Families (1)	20
	Text B Happy Families (2)	26
Speaking:	Talking about Your Family	30
Writing:	Word Order in Statement	31

Unit Three

Theme:	Hometown	33
Listening:	Coming Home	34
Reading:	Text A Ancient China	36
	Text B The Big Apple	42
Speaking:	Talking about Your Hometown	47
Writing:	Word Order in Statement	48

Unit Four

Theme:	Holidays	49
Listening:	That's a Good Idea	50
Reading:	Text A Welcoming the New Year	52
	Text B Christmas Traditions	57
Speaking:	How to Spend Holidays	61
Writing:	Greeting Cards	62

Unit Five

Theme:	Study	65
Listening:	Talking about Study	66
Reading:	Text A How to Study English (1)	69
	Text B How to Study English (2)	75
Speaking:	Talking about Study Method	78
Writing:	Word Order in Statement	80

Unit Six

Theme:	Sports	81
Listening:	Football in America	82
Reading:	Text A Sports Around the World	84
	Text B Racing	89
Speaking:	Talking about a Football Match	93
Writing:	Word Order in Statement	96

Unit Seven

Theme:	Spare Time	97
Listening:	Picnic	98
Reading:	Text A Why Do We Camp?	100
	Text B Leisure	106
Speaking:	Talking about Spring Outing	110
Writing:	Word Order in Statement	112

Unit Eight

Theme:	Hobbies	113
Listening:	Stamp Collecting	114
Reading:	Text A Hobbies	116
	Text B Welcome to Stamp Collecting	123
Speaking:	Talking about Hobbies	126
Writing:	Word Order in Statement	127

Unit Nine

Theme:	Shopping	129
Listening:	Buying a Recorder	130
Reading:	Text A The Way People Shop	133
	Text B Food Shopping — Western Style	139
Speaking:	About Shopping	143
Writing:	Word Order in Statement	145

Unit Ten

Theme:	Clothes	147
Listening:	Buying Clothes	148
Reading:	Text A Very Smart Fashions	150
	Text B Buying Clothes	157
Speaking:	Talking about Clothes	161
Writing:	Word Order in Statement	162

Appendix I

Grammar	163
1. Present Perfect Progressive Tense & Past Perfect Progressive Tense	163
2. Passive Voice	165
3. Infinitive	169
4. Adverbial Clauses	172
5. Noun Clauses	174

Appendix II

Word List	179
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Unit One

Theme:

Greetings and Introductions

1.1 Listening

I'm So Happy to See You

1.2 Reading

Text A Forms of Address

Text B Introduction

1.3 Speaking

Introducing Yourself to Others

1.4 Writing

Word Order in Statement



1.1 Listening

I'm So Happy to See You

A

You will hear one word read from each group. Which is the word you hear? Circle the letter before the word you hear.

- | | | |
|--------------|-----------|-----------|
| 1. A. bus | B. base | C. boss |
| 2. A. fair | B. fear | C. fire |
| 3. A. clerk | B. clock | C. cluck |
| 4. A. luck | B. lock | C. look |
| 5. A. money | B. funny | C. Tony |
| 6. A. odd | B. old | C. ed |
| 7. A. low | B. law | C. loud |
| 8. A. wander | B. wonder | C. window |
| 9. A. health | B. help | C. held |
| 10. A. bank | B. rank | C. tank |

B

You will hear a dialogue. It will be read twice. Listen carefully and choose the right answer to each question.

- How many people are speaking in the dialogue?
A. Four. B. Three. C. Five.
- Who is the hostess?
A. Carol. B. Sarah. C. Sheila.
- How many children does Sarah have?
A. One. B. Two. C. Three.
- Who is Sheila Morgan ?
A. Carol's friend. B. Sarah's friend. C. Mr Fenton's friend.

5. What's Mrs Fenton's full name?

A. Sarah Fenton. B. Fenton Carol. C. Carol Fenton.

C You will hear five sentences. Each will be read three times.
Listen, repeat and write down what you hear.

1. _____

2. _____

3. _____

4. _____

5. _____

D Listen to the passage twice and supply the missing words.

In introducing _____ persons, the general rule is: _____ other people to the _____ you wish to honour. The _____ are respected in the west as in _____. _____ have been honoured in the _____ since the age of Knighthood(爵位). And since long before that, a _____ woman has been held to have a position in society above an unmarried _____. Of course, these things are not thought of any _____, but the old customs continue in the form of politeness.



1.2 Reading

Text A

Forms of Address



Here comes John Smith walking toward me.

Even though he is but a passing acquaintance, the American greeting ritual demands that I utter a few words (such as “nice day” or “good morning”) to reassure

him of my goodwill. But what form of address should I use? John? Smith? Dr Smith? A decision such as this is usually made unconsciously.

Our initial decision about the appropriate address form is based on relative ages. If the person being addressed is a child, then almost all the rules can be ignored, and we use the simple formula First Name (FN). The child, in turn, addresses an adult by using the formula Title plus Last Name (TLN).

Let us assume that John Smith is not a child who can be addressed by FN but is either my contemporary or my elder. The next important determiner for the form of address will then be the speech situation.

If the situation is a formal one, then I must ignore all other rules and use Social Identity plus Last Name(SILN). John Smith will always be addressed as Dr Smith in hospital. We are also obliged to address certain other people by their Social Identity in formal situation: public officials (Congressman: Your Honour), educators (Professor or Doctor), leaders of meetings (Mr Chairman), and so on.

Most conversations, however, are not carried on in formal speech situations, and so the basic decision is when to use FN or TLN. A social acquaintance or new colleague of the same age and rank is usually introduced on an FN basis: "Peter, I'd like you to meet Harry." Nor does a problem arise if both age and rank of one of the parties are higher: "Peter, I'd like you to meet Attorney Brown." Attorney Brown may, of course, at any time signal me that he is willing to suspend the rules of address and allow an FN basis. And it is usually handled humorously, with a remark like, "I answer quicker to Bruce."

(335 words)

Notes

1. 此篇课文改写自 Peter Farb 的 *The Game of the Name*.
2. John 是英语国家最常见的教名, 而 Smith 又是英语国家“百家姓”中最常见的; 因此, John Smith 实际上等于“某个人”的意思, 相当于汉语中的“张三李四”。



3. Even though he is but a passing acquaintance, the American greeting ritual demands that I utter a few words to reassure him of my goodwill.
尽管我们只是点头之交,但美国人的问候习惯需要我说点什么,好让他知道我的好意。



even though 是一个连接词词组,引导状语从句,把主句和从句连接起来。例如:

Even though my room is small, it is comfortable.

我的房间虽然小,但是很舒适。

but 在这里是副词,意思是“只不过,只是”。例如:

He is but a child.

他只不过是孩子。

4. If the person being addressed is a child ...

假如被称呼的人是个孩子……



being addressed 是现在分词的被动语态,作定语,修饰 the person。例如:

The experiment being made is dangerous.

正在做的那项试验很危险。

5. First Name 名字; 教名。在英语国家中,人的姓名一般由两部分组成: 名 + 姓。教名也可以用 given name 来表示。姓还可以用 last name, surname, family name 来表示。
6. Title plus Last Name 头衔加姓。
7. in turn 依次, 轮流。 例如:

A written word is a sign of a certain sound, and that sound is in turn the sign of an idea.

文字是声音的符号,而声音又是思想的符号。

Theory is based on practice and in turn serves practice.

理论的基础是实践，又反过来为实践服务。

8. Let us assume that John Smith is not a child who can be addressed by FN but is either my contemporary or my elder.

让我们假定约翰·史密斯不是个可以直呼其教名的孩子，而是我的同龄人或长者。

not ... but ... 不是……而是…… 例如：

Mr Brown is not an attorney but a doctor.

布朗先生不是律师而是医生。

The letter is addressed not to me but to you.

这封信不是写给我的，而是写给你的。

who 引导定语从句，修饰 a child.



9. Nor does a problem arise ...

……也不会出现问题。


在 nor 之后一般接“助动词 + 主语 + 动词或 be 动词”的倒装句。例如：

Nor will I deny that. (I will not deny that either.)

我也不会否认那件事。

The day was cold, nor was there any heating in our office.

那天天气很冷，办公室里又没有暖气。



Exercises

I. According to Text A, are the sentences Right or Wrong? If there is not enough information to answer Right or Wrong, choose *Doesn't say*. For each sentence, mark one letter A, B or C.

1. A widely accepted way of greeting is small talk.
A. Right. B. Wrong. C. Doesn't say.
2. Forms of address depend on ages and ranks.
A. Right. B. Wrong. C. Doesn't say.
3. When you address an adult you can ignore all the rules.
A. Right. B. Wrong. C. Doesn't say.
4. Children are obliged to address the elder by using first name at home.
A. Right. B. Wrong. C. Doesn't say.
5. Problems arise when relative age and rank are not both the same.
A. Right. B. Wrong. C. Doesn't say.



II. Choose the best ending for each sentence from the box below.

Mark one letter A—H.

1. An acquaintance is a person that you know but ____.
2. Address your children's fellow students ____.
3. Students address their teacher ____.
4. Social identity plus last name is used ____.
5. John Smith is addressed as Dr Smith ____.

- | |
|--|
| <p>A. by his colleagues or relatives</p> <p>B. by his patients or students</p> <p>C. by first name</p> |
|--|